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ABSTRACT

The purpose of this proposed study is to define and describe what school is, to examine the events that occur within schools and the meaning these events have for those in the school and its community. It will be composed of the following substudies: (1) curriculum, (2) global education, (3) art, (4) affective, (5) social system of the school staff, (6) social system of the classroom, and (7) school-community relations. The general purpose of the curriculum substudy is to determine what "curriculum" is from a variety of perspectives within the sample of schools. The global education substudy will be conducted to see what is being done in the nation's schools to develop a global perspective. The art substudy will attempt to identify existing methods and content of instruction in the arts, and to compare and contrast these with exemplary programs. The affective substudy was created to gather and analyze data which could provide insights into what is actually happening to children affectively in schools. The purpose of the social system of the school staff substudy is to look at the school as a place where adults interact with one another to produce the school setting, while the substudy on the social system of the classroom will investigate the relationship of teacher leadership to pupil productivity, morale, and compliance. Finally, the school-community relations substudy will attempt to characterize the nature of the relationship that exists between the school and its community. (RC)

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A STUDY OF SCHOOLING IN THE UNITED STATES

SEPTEMBER 1, 1973 - AUGUST 31, 1979

a project designed to improve the substance of schooling and encourage the development of self-sustaining processes of change in elementary and secondary schools

Administered by |I|D|E|A|,
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PART I: OVERVIEW

A STUDY OF SCHOOLING IN THE UNITED STATES

THE PROBLEM AND ITS SIGNIFICANCE

Criticism of elementary and secondary schools of the United States usually has addressed itself to certain assumed deficiencies in teaching basic learnings. But recent criticism has included a relatively new element. It is that the schools simply are not effective institutions: not effective enough to compensate for learning disadvantages in many homes, not effective enough to hold substantial segments of the pupil population until graduation from high school, and not effective enough to contribute significantly to correcting certain inequities in the larger society. Some have even given up on the schools, recommending that society be deschooled. This is a drastic recommendation which we believe to be, at best, premature.

It is our contention that we know relatively little about how the school actually functions and that until we do, we lack both an essential element in describing with accuracy the school's shortcomings and a precise order of business for rectifying its deficiencies. In short, it is not sufficient to pronounce the patient ill. We must diagnose and describe the specific ailments and proceed with alternative programs of rehabilitation. To date, we have studies--many of them inconclusive and controversial--into the effects of schools. They have focused on the students or graduates, drawing inferences about the functioning of the schools from

observations of the products. Such studies are necessary but not sufficient. Concentration on outcomes may tell us that the horse ran a slow race, but if the examiners have not looked at the horse, they can not give us the vital information as to whether the horse was slow out of the starting gate, was inadequately rested from a previous race, was badly jostled rounding a curve, or carried too heavy a weight. The data needed for these essential additional observations and subsequent diagnoses and prognoses are missing. But sure, on the basis of such limited information, we do not shoot the horse!

We propose to make the school our unit of study--that is, to look at schools as natural phenomena functioning in various ways. What is taught? How many hours are devoted to what kinds of activities? How are learning and teaching conducted hour after hour? What are the reward systems? What values are imbedded in the culture of the school? How do these intersect with the interests of the students? How does the school relate to its community setting and how does the community relate to the school? Hundreds of such questions are being formulated for examination.

At this point, one might ask whether we do not, indeed, already have answers to such questions. The answer, clearly, is that we do not. In fact, the paucity of our knowledge about the conduct of schooling is such that Silberman's overview of schools reported in Crisis in the Classroom was widely acclaimed as providing basic data when, in actuality, it is little more than a collection of journalistic impressions.[1] Writers such as Schwab on the curriculum,[2] Sarason on

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[1]Charles E. Silberman, Crisis in the Classroom. New York: Random House, 1970.

[2]Joseph J. Schwab, The Practical: A Language for Curriculum. Washington, D.C.: National Education Association, 1969.

the school's culture,[3] and Bronfenbrenner on early schooling[4] have pointed out our lack of knowledge about what goes on in schools or how schools actually function. Simply to provide the missing knowledge on a comprehensive scale would be, in itself, a contribution justifying the proposed study. Without such knowledge, proposals to improve schooling rest on an exceedingly shaky base. The effectiveness of attempts to reform schools can be increased through efforts to map the terrain as it now exists.

Naturally, describing the school means, in large measure, describing the people in it. We are very much interested in what they are doing, how teachers and students react to each other, how they feel about their activities and relationships, and how important and meaningful they see the school to be in their lives. And, of course, we are interested in how the students are performing, using a number of indices.

STUDYING THE "SCHOOL"

As mentioned previously, our focus in this study will be the school as a whole and not merely the achievement of its students, the preparation of the teachers or their teaching methods, or the school organization, though all these components will be facets of the whole study. We want to try to define and describe what the world of the school is and examine the events that go on inside its walls and the meanings these events have for those who inhabit the school and the community it serves.

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[3]Seymour B. Sarason, The Culture of the School and the Problem of Change. Boston: Allyn and Bacon, 1971.

[4]Uric Bronfenbrenner, Two Worlds of Childhood. New York: Russell Sage Foundation, 1970.

We have several reasons for focusing our study on the school as a whole. In the first place, it is our belief that the single school is the most viable and effective unit for educational change. However, in order to promote change in the single school, we need to know much more than we do about what is actually going on within the school walls. In the second place, most studies which have resulted in the conclusion that schools do not make a difference are based on the assumption that schools are different from each other--that differences in resources, teacher preparation, or physical environment result in differences between the schools themselves. We do not really know that this is a fact. We certainly cannot assume that studying pupil effects by measuring achievement is the most accurate gauge of between-school differences. Our in-depth study of many different schools with differing pupil populations and resources should provide further information here. A third reason is simply that we are pouring billions of dollars directly into schools (for example, Title I ESEA schools). We have very little evidence as to where and how this money can be most effectively used.

It is obviously impossible to walk into a building and simply study the "school." Therefore, in our conceptualization we have broken the school into four components which will be examined and observed at the same time and interrelated. The four components are: the curriculum and methods of instruction, the affective environment of the school and classrooms, the social system of the school, and the relationships between the school and its community.

The Curriculum Substudy

Most previous efforts to study the curriculum in schools have been based upon analyses of state or local curriculum guides or the textbooks in use in the school. We feel that such sources offer a restricted (and often inaccurate) picture of what is being offered to and learned by the students. We have conceptualized that five levels of curriculum exist. The ideal curriculum is based upon the best and latest thinking of subject-matter and curriculum specialists. The formal curriculum is composed of the expectations which society and the school as an institution hold for each student. The perceived curriculum is what the classroom teacher believes he is offering to the students. The operational is what is implemented in the classroom, and the experiential is what the student actually experiences and what he takes away with him. We hypothesize that there is very little correspondence between these levels of curriculum; in other words what the student actually "learns" on the experiential level may have no relationship at all to what the district curriculum guides on the formal level say he should be learning. Our findings in this area may again point out the weaknesses of studying schools only in terms of the achievement of students measured by standardized tests.

An attempt will be made to study curricula in all major subject areas. Work has already begun in defining the parameters of such studies in the arts and international education. Similar work will be done for mathematics, reading, science, and, if resources permit, other areas such as physical education. At the end of our study we hope to have a far better understanding of what is actually being done by the schools in each of these realms.

The Affective Substudy

Almost everyone will agree that students take away from the school far more than just the three Rs. What happens to them within the school in many ways will contribute to their feelings about themselves, their attitudes toward learning, and their tolerance toward others. Much of this is not "taught" consciously by the school or teacher but is absorbed by the child from what we are calling the "affective environment." The affective substudy is concerned with what is happening to the feelings of children and teachers as they pass through the school experience. This includes not only observing the interactions and events within a classroom and in the hallways and other areas of the school but also involves surveying the human support system of the school such as health, guidance, and counseling services. We feel that the affective substudy will contribute to our understanding of the school and its effectiveness because it will give further information about what schools are doing in the realm of promoting self-understanding, motivation toward life-long learning, and attitudes which will contribute to the betterment of society.

The Social Systems Substudy

In addition to being a learning and affective environment for students, the school can also be viewed as a work environment for adults. Therefore, the social systems substudy is concerned with the school's adult residents--the staff. We feel that study of the conditions of adult life in the school is important for two reasons: first, these conditions may be significant intervening variables in determining

student outcomes; second, the quality of the staff's work life is itself of concern in a humanist approach to schooling and life in general. This substudy will focus its attention upon the interactions of teachers, their formal and informal communication networks, their decision-making and implementation processes, and their attitudes toward their environment.

The School-Community Substudy

Everyone is aware that many decisions taken within the school about subject matter to be taught, organizational innovations, or teaching methods have their basis not in pedagogy or research but in the attitudes of the parents and community. Battles over sex education, teaching communism, or abolishing grades are disturbingly familiar. However, we have very little knowledge about where people in the community get their information about what goes on in the school, what factors influence their attitudes, which segments of the population have influence on decisions, and ways in which schools can mobilize community support for their programs. Therefore, a fourth focus of our study will be the school's relations with its community. The study will view the school as a total social entity within a community-cultural context. It is our hope that by providing information about the various processes that interlink the school and its community, we can contribute to the formulation of strategies to help schools involve their communities in their attempts to innovate and improve.

All four of the substudies described above are discussed more fully in Part II of this document and progress to date is detailed.

FROM KNOWLEDGE OF SCHOOLS TO IMPROVEMENT OF SCHOOLS

We do not intend to provide only descriptive knowledge, significant and difficult though this step will be. We are interested in the additional problems of revealing possible relationships among interacting variables, diagnosing shortcomings and, ultimately, projecting strategies for improvement. Therefore, our project is designed as a policy study with the following steps:

1. Determine as precisely as possible what goes on in a representative sample of elementary and secondary schools in the United States. Our preliminary estimates suggest a sample of seventy-two schools, carefully selected for types of state governance, geographic location, size, demographic considerations, and the like. While we intend always to focus on the school as a whole, we have broken the study into interrelated substudies to assure viewing it from several different perspectives and to stress inter- and intra-dependence of major components. Throughout, an attempt will be made to identify and assess the impact of external influences on the school's program and operation.

Conceptually, the study is viewed as a unified whole. We must look at pieces, of course, in gathering data and in seeking to comprehend what they mean. But we will seek constantly to look at the whole in trying to understand the pieces and the pieces in the context of the whole.

It is estimated that adequate definition of this phase of the project and collection of data will require a minimum of three years. This step will provide data for other steps in the study and could result in a series of small book-length reports.

2. Develop alternative exemplar models for each of the substudies.

In order to provide directions for change, it is essential that we do more than just describe what a sample of schools are like at one moment in time. We must also make some judgments as to the adequacy of their curricula, the effectiveness of their policies, and the kinds of attitudes and outlooks which they foster. We need some standard of comparison by which to judge the practices we observe and make some statements about where they are adequate and where they fall short.

We intend to construct this standard by commissioning acknowledged experts to report on exemplar practices in each of the facets of our study. Although there may be much disagreement over what is desirable at the cutting edge of theory and research in a field, in back of this edge there is an area of funded knowledge about which disagreement is minimal. We feel that a panel of experts can identify programs and practices in mathematics, for example, which incorporate the best thinking now available of mathematicians, curriculum specialists, psychologists, and learning theorists. We would then be able to compare the mathematics curricula which we observe in the schools with these exemplar practices and point out where improvement is needed.

These exemplar models will serve an additional purpose. We intend to publish the reports of the experts in a series of books which will provide teachers, administrators, and policy makers with information about promising programs and practices already in existence and in operation.

It is our present estimate that Step 2, to be conducted simultaneously with Step 1, will require approximately 18 to 24 months. We plan to issue, under the

authorship of those commissioned, a series of reports on exemplar practice in each realm of schooling studied and to release this in book form within two years of commissioning them. These will be very much like some of the reports on higher education now being released by the Carnegie Commission on Higher Education.

Steps 3, 4, 5, and 6 outlined on subsequent pages are essentially those of analysis of strengths and weaknesses, identification of entry points and strategies for improvement, and formulation of recommendations for various individuals and groups. It is estimated that, taken together, they will require an additional time span of 36 months, making a total of 72 for the entire study.

3. Analyze the gaps between the results of Steps 1 and 2. The purpose of this step is not simply to document the fact that formidable gaps between present practices and recommended alternatives exist in all areas of schooling studied. Rather, it is to find out as much as possible about the nature of these gaps. Are the discrepancies more in the failure of the school to involve the students in meaningful daily living than in the scientific validity of the curriculum? What variations in this kind of discrepancy occur at successive levels of schooling? In our analyses, we will be interested in relatively small as well as major discrepancies, for we need information about where schools are responsive and amenable to change as well as resistant. Both kinds of information are exceedingly important to effective intervention for improvement, since we are interested in identifying areas of strength as well as weakness.

4. Identify and evaluate the potentialities of various entry points for effecting improvement. This step involves the appraisal not only of greatest need but also of the probable cost in terms of dollars and time and the chances for success. It is not our intent to attach specific dollar amounts to possible interventions but, rather, to suggest the varying magnitudes of what emerges as a kind of agenda for school improvement. It is our intent, however, to provide policy makers with some criteria pertaining to urgency, cost, and difficulty to provide some guidance in selecting from these agenda items.

5. Suggest substance and strategies for major items on this agenda. Step 4 concentrates mainly on the "where" of intervention; this step seeks to provide as much as possible of the "what" and "how." In regard to the "what," we will draw heavily from the reports commissioned in Step 2. In regard to the "how," we will depend heavily on our own extensive studies into the problems, restraints, and strategies of school change, being published by McGraw-Hill in a series of books. In addition, we will draw from any other appropriate sources in proposing desired directions and goals for the schools and alternative ways to pursue their attainments.

6. Formulate recommendations for all appropriate levels and types of policy makers and decision makers concerned with the schools. What goes on in schools is only partly a consequence of what is done by those in them. Therefore, improvement lies only partly within the scope and authority of individual teachers and principals. Consequently, we will set forth a series of recommendations directed to groups outside the schools such as state legislatures, school boards, and private funding agencies as well as to administrators and teachers.

The completion of Step 6 should coincide approximately with the completion of book-length reports in all major categories studied.

PROCEDURES AND PRODUCTS

Planning along three fronts already is under way. First, a small staff of persons variously prepared in curriculum, school organization, sociology, school-community relations and other appropriate divisions of education and the behavioral sciences is conceptualizing the study. An initial breakdown of categories has been formulated. This group is meeting regularly to refine these in order to select the most significant components for in-depth studies. This analysis also will produce the guidelines for Step 2 of the policy study described in the preceding section. Although the bulk of this work will be completed by May, 1974, it will continue into the early phase of data collection scheduled for the second year of the study.

Second, a year-long seminar focused on the nature of schooling, observation of schools, and evaluation of schools as the unit of study is being conducted by the above staff, augmented by an array of appropriate specialists. This constitutes the core program for a group of Ph. D. candidates in the Graduate School of Education at UCLA specializing in the study of schooling. Throughout the year, this group will be trained in observational procedures, survey research techniques, and the like and will seek out and use in an exploratory way available instruments suited to our purposes. Students will join staff members in several task forces corresponding to the substudies identified previously.

Third, progress toward specification of criteria for selection of schools is underway. In addition to the usual ones of size, heterogeneity or homogeneity

of pupil population, urban or suburban location, and the like, we are interested in distribution among states, particularly with respect to varying patterns of state governance of education. We will sample in the 12 states selected by Professor Roald Campbell for his study of state governance of education* and hope to be able to apply some of the data he has collected to our study. To provide an adequately diversified sample, a minimum of 50 schools will be required, with a minimum of 10 of these being secondary. While selection of the sample will be a difficult task, we anticipate closure on this step before May 31, 1974.

Primarily for reasons of economy, California will serve as the trial state for training personnel and trying out instruments and procedures. Fortunately, the Greater Los Angeles area provides a wide range of types of schools.

It is anticipated, then, that conceptualization of the study, training of observers, selection of schools, and selection and preparation of instruments will be completed during the first 19 months of the study or by the end of May, 1975. We hope to gather most of the final data during fall of 1975 and spring of 1976. Our schedule calls for completion of data collection by March 31, 1976.

Turning to another major phase of the study, it is anticipated that analyses of exemplar conditions and practices described as Step 2 of this policy study will be commissioned between January 1, 1973 and October 1, 1974 for completion within 12 months from the date of agreement. Consequently, these will come to the central staff over a nine-month period from January 1, through September 30, 1975.

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*California, Michigan, Ohio, Wisconsin, New York, Massachusetts, Tennessee, Georgia, Florida, Texas, Nebraska, Colorado.

They will be sent out to other experts for review, edited in-house, and published within 12 months of the due date. It is anticipated that a series of books summarizing research and exemplar conditions and practices in various facets of schooling will come from the press between January 1 and September 30, 1976. There could be as many as 14 volumes in the series, depending on the size of the budget available for this part of the project.

Just as soon as first drafts of all the above are available, steps 3, 4, 5, and 6 of the study will move forward. These steps lead logically to reports on each major phase of schooling being studied. In order to insure adequate provision for slippage both in collection of data on the condition of the schools and preparation of reports on exemplar practices, the proposal allows a period of 18 additional months for all necessary analyses and preparation of final reports, bringing the study to conclusion by August 31, 1978.

PART II: IN-DEPTH REPORTS

CURRICULUM SUBSTUDY

INTRODUCTION

That students attend schools in order to learn things might be a generally agreed upon function of schools. What they learn--and what they are expected to learn (the two might be considerably different)--is usually labeled by educators as the curriculum. Thus, curriculum is included as a stubstudy in the Study of Schooling. The general purpose of the curriculum substudy is to determine what "curriculum" is from a variety of perspectives within our sample of schools.

The more specific purpose of the study has changed slightly from the original focus as a result of having two nationally-known curriculum and instruction experts as consultants over the summer: Bruce Joyce and Louise Tyler. Our primary purpose is no longer exclusively to validate the model of curriculum which we have constructed to direct our data collection. Although this remains one purpose, another purpose has also emerged: to describe as comprehensively as possible "the curriculum" from a variety of perspectives. This shift in purpose will allow us to ask questions and collect data at very specific points in the model rather than tracking one question through all the perspectives on the curriculum provided for in the model. For example, we may now ask questions regarding how the principal

views the perceived and operational curriculum, what the teacher's view of the formal curriculum is, or what the teacher sees the student learning from the curriculum. Such questions could not have been asked if we had continued to have only the validation of the model as our over-riding purpose of the study.

CONCEPTUALIZATION

The curriculum study is based on a five-stage model. Each of the five stages is derived by using a different data source for examining "the curriculum." The ideal curriculum is based upon the best and latest thinking of subject matter and curriculum specialists without great concern over limited resources. It is a model of curriculum toward which schools might aspire. The formal curriculum is composed of the expectations which society and the school as an institution hold for students. The formal curriculum has a number of data sources: legislative decrees; expectations of parents, principals and supervisors; district and local school guides; statements of educational philosophy; and courses of study. For all of these data sources to become a formal curriculum, consideration must have been given to the commonplaces of curriculum, as set down by Ralph Tyler in his four basic questions about curriculum planning. Persons other than the classroom teacher are the decision makers for the formal curriculum. The classroom teacher might be consulted and utilized as a data source, however.

The perceived curriculum is what the classroom teacher believes he is offering the students. Decisions about the perceived curriculum are made by the classroom teacher and other curricular sources are screened through the teacher's set of values, competencies and expectancies for his students. The data source for this perspective on curriculum is the teacher.

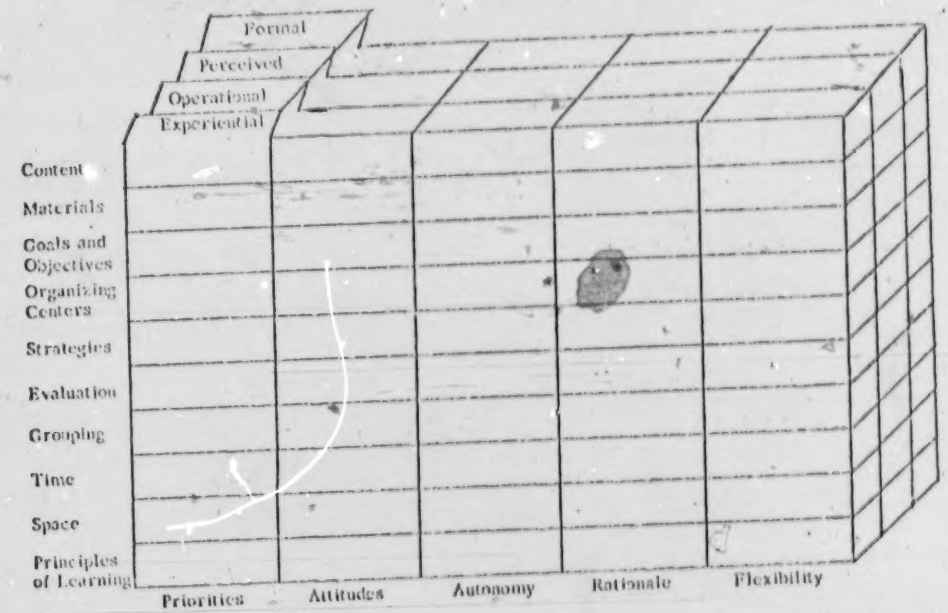
There is often a gap between what the teacher says he is offering his students and what actually is implemented in the classroom. This gap leads to another view of curriculum--the operational curriculum. The operational curriculum consists of what actually goes on in the classroom--the kinds of questions asked, the texts read, the discussions held, the expectations communicated both implicitly and explicitly, etc. This curriculum must be documented by a professionally trained observer in the classroom.

The experiential curriculum is derived from what the student actually experiences in the classroom. There are two facets of this curriculum: what the student perceives as the curriculum being offered to him and what he actually learns as a result of being in the classroom. The data source for the experiential curriculum is the student himself.

Each of the five curricula utilizes different data sources and yields a different picture of the curriculum. The curriculum study hypothesizes that each of the curricula exists as a distinct entity and that considerable variability may exist among them in any school.

A grid to guide the data collection has been developed and revised.

The revised grid lists the dimensions which will be used in data collection procedures in order of priorities. Some prior dimensions were eliminated either because of difficulties in operationalizing them or because of low priorities given to them by those involved in the study. The revised grid now takes the following form:



It is anticipated that data will be collected by content analysis of documents, interviews, questionnaires or observations for each of the cells in the grid.

PROGRESS TO DATE

Some prepilot testing of selected sections of the grid occurred in several elementary schools during the spring semester. Questionnaires were tried out as well as a few interview items in two subject areas. Observations also were recorded and compared. As a result of this prepilot work, the grid was revised as described in the preceding section.

The purposes of the study have been reformulated and, as a result, our general curricular concerns for the substudy have broadened.

During the summer months an intensive literature search was begun on the variables considered to be most crucial to the study. For example, reported research on differing perspectives on curriculum is being summarized as is research on the use of interviews and questionnaires with young children.

Work has also continued on the generation of interview and questionnaire items for selected cells of the grid.

Formulation of the major questions to be answered by the curriculum substudy at the conclusion of the total study has continued.

PLANS FOR THE NEXT SIX MONTHS

The broad questions which the substudy will expect to answer at the conclusion of the study will continue to be revised and clarified. These broad questions will be further reduced to more specific questions which

will direct our data collection. Considerable attention will be given as to how these questions relate to and support the other substudies.

Specific items for interviews and questionnaires will be a major priority over the next few months so that workable instruments will be ready for the pilot test in Spring, 1975. This will require try-outs in schools as well as much rewriting.

Reviews of the literature pertinent to the study will be ongoing, but the emphasis given to this will be changed as priorities change. Some work will continue to be done, but this may taper off as the work on instrumentation increases.

Much time and effort will be devoted to a consideration of how the various substudies overlap and how the observations, interviews and questionnaires will meet the needs of all the substudies as efficiently and effectively as possible.

LONG RANGE PLANS

Attention will be given to the sampling procedures to be utilized in the substudy. Firm decisions must be made regarding what grade levels and what subject areas will be studied and what sampling will be done within each of these categories.

The integration of the various substudies into a meaningful unit will assume greater urgency and resources as the study continues. The curriculum

study must relate to the other three general substudies as well as to sub-projects within curriculum--the arts and international education. How to tie these studies together in meaningful ways as a Study of Schooling becomes of prime in portance for the future.

The pilot study in Spring, 1975 will confront us with problems in data collection not yet encountered. Data analysis and interpretation procedures will be developed and implemented. Looking even further, plans and activities will be formulated and implemented regarding the reporting of the data to various audiences.

LIST OF DOCUMENTS AVAILABLE

Heuristic Model of Curriculum (C#9)

List of possible Questions in Curriculum (C#4)

Grid for guiding data collection (C#30)

Definition of Variables and Terms (C#39)

List of Broad Questions to be answered by curriculum substudy (C #37)

Summary of review of research to date (C #35)

GLOBAL EDUCATION

INTRODUCTION

We are rapidly moving into an era in which the problems of mankind will be solvable only through international cooperation and through the development of global systems. And, yet, data from the I.E.A. cross-national studies show that the attitudes of American students are among the most ethnocentric in the world. Certainly, this must change. But first we must know what is (or isn't) being done in the nation's schools to develop a global perspective.

The purposes of the study are (1) to conduct an in-depth analysis of global education as it is taught, perceived, and experienced in a large sample of schools in the United States, (2) to prepare exemplar models of practice in global education, (3) to identify gaps between practice and the exemplars, and (4) to make recommendations to policy makers on how and what to change in order to improve global education in the schools of the United States.

CONCEPTUALIZATION

The conceptualization for the first purpose above follows that of the general curriculum study (see Curriculum Study report) with the exception that an additional data source will be community perceptions and expectations regarding the teaching of knowledge of the world and the development of global attitudes in children and youth.

The conceptualization of the second purpose is contained in the chapter outline of the exemplar models book on global education. The outline of that book is as follows:

Introduction - The need and the purpose of the book. The relationship of the book to A Study of Schooling in the United States (John I. Goodlad).

Section I - The Rationale

Chapter 1. A scenario - the ingredients of a school/community-based global education program (Charlotte and Lee Anderson)

Chapter 2. An analysis of the ingredients of a school/community-based global education program (James Becker)

Chapter 3. Psychological and social barriers to a school/community-based global education program (Judith Torney)

Section II - Programs in Action

Chapter 4. Exemplary programs in early phases of schooling (Don Morris)

Chapter 5. Exemplary programs in upper phases of schooling (Tom Collins, Betty Reardon)

Chapter 6. Exemplary school-related programs (Stephen Rhinesmith)

Section III - Moving Toward Global Education

Chapter 7. Imperatives of global education (Bruce Joyce)

Chapter 8. Curriculum considerations for global education (Frances Klein, Kenneth Tye)

Chapter 9. Recommendations for change and future directions in global education (James Becker)

PROGRESS TO DATE

Having completed the conceptualization for the first purpose early last year, the following activities were undertaken during the past six months:

1. A review of existing research and appropriate data collection methodology was completed based upon the conceptualization.

2. Existing instruments were collected, catalogued and analyzed for their value to the study.

3. There was preliminary development of several instruments for data collection, including:

   3.1 Community perceptions - expectations of global education in the schools
   3.2 Student knowledge of global systems and other nations
   3.3 Student attitudes toward global systems and other nations
   3.4 Items appropriate to the general curriculum study but focused upon global education (e.g., goals, content, learning activities)

With regard to purpose two, two advisory council meetings were held last year involving some 15 experts in the field. Definitions, issues, needs and elements which make up positive global education programs were identified. A tentative outline for the exemplar models books was developed. Chapter authors were determined and contacted. Draft outlines were developed by authors. A meeting of authors was held in October and the outline was revised; purposes, content, and procedures were clarified, and a time line was agreed to.

PLANS FOR THE NEXT SIX MONTHS

Two major objectives will be accomplished during the next six months. First, the pilot data collection for the global education substudy will be completed in March, 1975, and will be integrated with data collections from other substudies. To reach this objective, instruments discussed previously will be

revised and standardized through field testing before March. 1975. All instruments developed will be translated into Spanish by the Latin American Studies Center, UCLA, as part of their voluntary contribution to this project. The Center has contributed 10 hours per week of research assistant time to this project since its inception. Second, first draft chapters of the exemplar models book will be completed by January 31, 1975, and returned to authors for revision by March 15, 1975.

LONG RANGE PLANS

The time line for the exemplar models book calls for a three stage draft-editing process with final editing and submission to McGraw-Hill, Inc., by October 31, 1975.

Pilot data will be analyzed during the summer and fall of 1975 in readiness for the national data collection during the spring of 1976. From summer 1976 through summer 1978 data will be analyzed and purposes three and four of the study will be accomplished.

LIST OF DOCUMENTS AVAILABLE

1. Review of Research - IE #19
2. Review of Existing Instruments - IE #18
3. First Draft Outline of Exemplar Models Book - IE #23
4. Preliminary Instruments
   - 4.1 Community Perceptions - Expectations of Global Education in the Schools (IE #20)
   - 4.2 Student Knowledge of Global Systems and Other Nations (IE #21)
   - 4.3 Student Attitudes Toward Global Systems and Other Nations (IE #22)

ARTS SUBSTUDY

INTRODUCTION

Recent years have seen increasing interest in schooling in the arts. However, we have very little data which give us a picture of what is actually happening in the schools. Programs are devised and advocated, but we do not know if they are implemented in school settings and in what forms. A number of exemplary programs have been funded, but we do not know if they have had any impact on the arts program of schools in general or if school people are even aware of what is going on at the frontiers.

All fields of education are being tied to accountability. In order to provide accountability in arts education, we must first examine exactly how the arts are being handled in the schools. Also, traditionally, the arts have been the first to go when school budgets are cut. Even with renewed interest, the arts will only stay alive in the schools if we can identify the existing methods and content of arts instruction and compare and contrast these with exemplary programs in order to suggest ways to close the gaps. We want to develop strategies for bringing about changes in schooling in the arts to provide rich programs in the arts for all children.

CONCEPTUALIZATION

The conceptualization of the phase of the study which will determine what presently exists in arts education follows that of the curriculum study. A conceptualization of arts education as it "ought to be" will be presented in a book-length publication, which will describe a variety of approaches to arts education and provide clear criteria by which individual schools and communities can assess and guide the development of their own programs. The projected outline of the book is as follows:

The Arts in America

	Introduction	John Goodlad
1.	The Domain of the Arts	Jerome Hausman
2.	The Arts in the Elementary School Program	Hilda Lewis
3.	The Arts in the Middle School Program	Bennett Reimer
4.	The Arts in the Secondary School Program	Carl Dolce
5.	The Arts in Out-of-School Programs	Junius Eddy
6.	The Arts in the Curriculum	John Goodlad
7.	Human Development Through the Arts	Howard Gardner and Denny Wolf
8.	Social Policy and Arts Education	Ralph Smith

First drafts of Chapters 1 through 5 are completed. Work on Chapter 7 has begun. In the next few weeks Chapters 6 and 8, which are to be responsive to Chapters 1 through 5, will be begun.

PROGRESS TO DATE

The development of the publication is guided by a Planning Committee consisting of persons from different backgrounds and institutions: Frank Barron, University of California, Santa Cruz, a psychologist who has conducted research in the areas of creativity and aesthetics; Carl Dolce, Professor at North Carolina University who brings to the group knowledge of public school administration; Junius Eddy, The Rockefeller Foundation; John Goodlad, University of California, Los Angeles and Principal Investigator, A Study of Schooling in the Arts, |I|D|E|A|; Hilda Lewis, San Francisco State University and Researcher in the Arts, |I|D|E|A|; Bella Lewitsky, a dancer; Bennett Reimer, Professor of Music at Case Western Reserve University. Jerome Hausman, New York University, chairs the Committee and is Editor of the publication.

On December 6, 7, and 8, 1973 the members of the Planning Committee met in Los Angeles and developed an outline for the publication. Its focus is the characteristics of good arts programs for children and young people at the elementary, middle, and high school levels in and outside the school. Arts education is viewed in several perspectives--as part of the domain of the arts, as part of the school curriculum, as an aspect of individual development, and as an area of social concern. The publication will deal with changing conceptions and practices in arts education, describe and analyze innovative practices, identify current issues, and project future directions for the arts in education.

Following the December meeting of the Planning Committee, twenty-four leaders in arts education were invited to submit statements of approximately twelve to fifteen pages in length describing exemplary programs in the arts at the elementary, middle school, and/or high school level within the school or in the community. Although each writer was asked to deal with the arts broadly, contributors include generalists as well as experts in areas such as the visual arts, literary arts, music, dance, and theater arts.

The descriptions of exemplary practices provided by the statements serve as a basis for four chapters written by members of the Planning Committee dealing with arts programs in the elementary, middle, and high school, and outside the school.

Papers were received in March, April, and May, 1974 and distributed to members of the Planning Committee.

A meeting of the Planning Committee was called and held on June 4 and 5, 1974 to review submitted statements and plan the next steps. It became evident that the papers submitted thus far did not provide a multi-ethnic, multi-cultural orientation. Additional contributions were solicited from individuals with relevant experience. References on arts programs for poor and minority children and youth were gathered and distributed to appropriate chapter coordinators.

At the June 4 and 5 meeting, John Goodlad accepted the invitation to

write the chapter on curriculum considerations in arts education. Ralph Smith accepted the invitation to write a chapter dealing with social policy and arts education. Invitations were extended to Erik Erickson and to Howard Gardner to write chapters on the social-psychological foundation of arts education. Gardner accepted the invitation; Erikson declined.

As of the present date, three of the five chapters are in the process of inhouse review and revision. Two of the chapters are in the final stages of preparation.

Concurrent with the development of the publication on models of arts education, work has been proceeding on the development and testing of instruments which will provide a basis for describing arts education as it is practiced in a sample of 72 schools. A teacher interview schedule has been developed which covers all the arts for elementary classroom teachers, elementary arts specialists, and secondary arts teachers. Various consultants aided in the initial development of the schedule:

Dr. Samuel Elkind, San Francisco State University--music
Mrs. Madge Boyer, San Francisco State University--dance
Dr. James Harris, San Francisco State University--music
Dr. Marvin Silverman, San Francisco State University--film-making

Their suggestions were transferred into question form and sequenced into an interview schedule based upon the research questions for the arts substudy. The schedule was then field tested with teachers in several school districts in the San Francisco Bay Area. Revisions were made and now the

AFFECTIVE SUBSTUDY

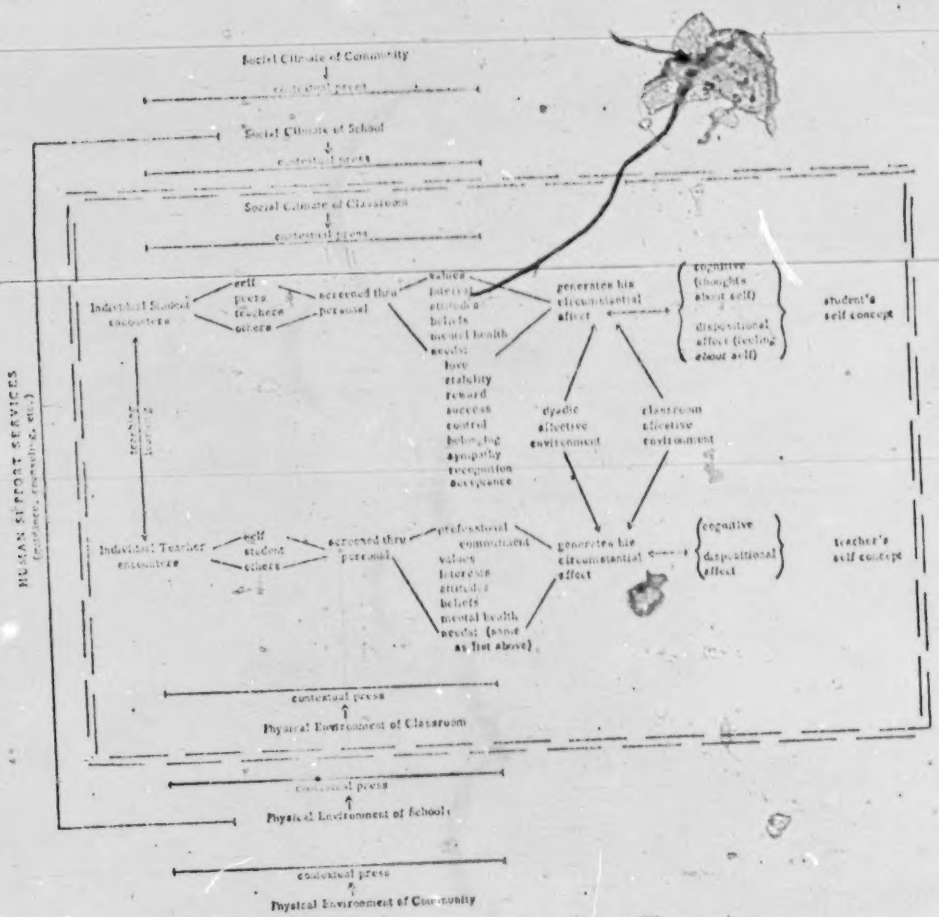
PURPOSE

Recent years have witnessed an increasing interest in the "affective" or "feeling" side of the educational process as opposed to the traditional interest in the cognitive schooling of children. The affective substudy was created to gather and analyze data which could provide insights into what actually is happening to children affectively as they pass through school. The purpose of the substudy, therefore, is to delve into the human interaction taking place in the classroom to determine what kind of affective environments actually exist. Because of the close relationship of the affective life of persons in the school to the other human support services such as guidance and counseling, health, and attendance, the substudy will also include a survey of these services as a part of its work.

CONCEPTUALIZATION

Given the charge delineated above, substudy personnel found it necessary to create a conceptual framework which would provide the foundation for construction of a data collection mechanism, a process which was detailed in a document entitled "The Affective Odyssey."

This model views the classroom as an arena in which the human interaction generates a variety of intellectual and affective dynamics culminating



Model of Affective Environment of the Classroom

in the achievement of specifically discernible objectives. The human element is provided by individuals playing primarily the role of either teacher or student and secondarily a variety of roles among which may be peer, friend, enemy, competitor, etc. As the student encounters his own being, the teacher, and other students, within the physical confines of the classroom and under the constraints of the social climate, the impact of that encounter is screened through a multitude of personal psychological factors to culminate in not only cognitive learning but some degree of positive or negative feeling about the encounter which in the words of the model, is an individual's circumstantial affect. The same is true for the teachers. As teachers and students

interact and their private affective environments find expression in external behavior of one sort or another, the classroom affective environment is generated. Repeated experiences at both the cognitive and affective levels tend to affirm or negate the constructs making up an individual self-concept.

Use of such a model of classroom affect permits one to raise a number of questions regarding the relationship between the variables delineated across a sample of classrooms, in a single school, or in several schools and, perhaps more important, it provides a foundation for construction of a mechanism for gathering data on classroom affect.

PROGRESS TO DATE

While the framework is constantly under review and open to further revision it has served as a stimulant in the search for already extant observation guides or self-report instruments that might be utilized in the data gathering process. A document has been prepared listing the instruments reviewed. As work progressed, it became clear, however, that extant instruments might not fully satisfy the substudy needs. Work was begun to construct a classroom observation guide to be used by data collectors and a self-report instrument that could be administered to students to sample their feelings about teachers, fellow students, the classroom social context, and the physical environment. The result of these efforts are the Classroom Affective Level Measurement Index (Calm I) and the School Affective Impact Questionnaire (Sai-Q). During the period from January 1971 to September 1971 these instru-

ments were field tested in various forms and ultimately revised. Intense work with the observation guide (Calm I) was done in 22 classrooms in six schools from May until September. Data were collected from some 300 students in 16 classrooms using the 146-item form of the Sai-Q. These data are currently being subjected to item and factor analysis to further shorten and refine the instrument. Work is being done simultaneously on two additional instruments: the Teacher Affective Information Questionnaire (Tai-Q) and the Human Support System Survey (HuSS). The first of these is intended to tap the dimension of teacher affect and the latter will attempt to gather data concerning the ancillary student personnel services available at the school level such as guidance and counseling, social work, etc. Both are presently in draft form with finalization expected before November 30, 1974.

PLANS FOR THE NEXT SIX MONTHS

Plans are now being formulated to prepare the Student Interview Schedule (SIS) to be used in sampling a number of students across schools along dimensions comparable to those of the written Sai-Q. The entire package is expected to be ready for trial administration at a school shortly after December 1, 1974. At that time several subscales of Coopersmith's Self-Esteem Inventory will be attached to the Sai-Q and all instruments will be tried to determine their ease and time of administration and the need, if any, for modification.

While this work is proceeding, the literature search will continue and abstracts will be prepared of the over 100 research articles previously identified as relevant to the affective study. A written parrative will be prepared during the period October 1974 to January 30, 1975 to update the Affective Odyssey and to chronicle the current year's work. At this writing it appe ars that the affective component of the study will be prepared to start data collection in the California pilot study on schedule (January 15, 1975).

LONG-RANGE PLANS

Long-range plans call for continued refinement and revision of the data collection mechanism based upon an analysis of the data collected during the California pilot study to prepare for the national study. After national data collection, two publications are presently being contemplated as final products of the substudy. The first will be a narrative of the problems of research in the affective domain and the solutions the staff attempted to achieve. The second will be a book directed at parents and teachers about what children seem to be feeling about their school experiences and what factors of the school environment need to be altered or manipulated in new v ays.

DOCUMENTS AVAILABLE

An Affective Odyssey (AFF #1)
Instruments Being Surveyed for Affective Study (AFF #9a)
Framework for the Affective Domain (AFF #40)
CALM-I (AFF #50)
Sai-Q (AFF #22)
Tai-Q (AFF #30)

SOCIAL SYSTEM OF THE SCHOOL STAFF

PURPOSE OF THE SUBSTUDY

A major purpose of the Study of American Schooling is to determine what is in fact going on in our public schools; not what some people think is going on or others believe ought to be going on there, but what actually exists there now. No attempt at policy recommendation or implementation can hope to succeed without a hard and nonidealized look at actual practices within their actual settings. The purpose of the substudy on school staff is to take such a look at the school as a setting where adults with varying tasks, responsibilities, backgrounds, opinions, experiences, and outlooks interact with one another to produce the school setting.

Why study the school staff? Because they are the ones who must engage in the actual work of producing educational results and must do it not in theory but in detail and as their everyday work. Other studies rely only on accounts of features which are supposed to exist in the school setting according to theoretical schemas of what is to be seen there or of how work is thought to get done. For example, one can go to the school, organizational chart in hand, and by using that chart as a map of the school's interactional system reaffirm what it says is there by finding persons and activities to fit job titles and supposed lines of communication. One can similarly bring socio-psychological schemas which purport to tell how people accomplish work tasks but deal with them as small groups or as

abstract persons, not as individuals. The goal of the present study is to offer a more cogent appraisal of what is actually going on among adults in the school by focusing on real problems, the nature of real everyday activities and the actions of real people faced with the practical problems of producing education.

The substudy aims at locating those features of the school setting which are characteristic of the interaction of adults in the school and which go to make up its character as a place within which the work of education must take place. To locate these features we are assuming only a loose framework which might be called a "social system" of the school staff. This allows us to reconcile a formal account of staff structure, according to an organizational chart of roles, activities, and responsibilities, with a more process-oriented account of the patterns of social interaction which go to make up the actual practices of task accomplishment. We view the school staff as a task group and so are concerned with not just what it accomplishes but how it accomplishes whatever needs to get done. Also, we are not assuming that we know the full extent of these "things that need to get done" in the school, for we suspect that much of the work of staff members is not anticipated in formal accounts of what the day's work is and that many important --i.e., important for staff members--interactional and problem-solving necessities are overlooked in rational models of staff activity.

The substudy is unique, not in its goal to study what is, but in its fresh approach to the research problem. It will be the only study of its kind on a national scale.

CONCEPTUALIZATION

If we view the school staff as a social system, then we are assuming that well-established, but not fixed patterns of interaction occur. But rather than assume at the outset any particular shape to these patterns which might be derived from a social system model, we intend to investigate the extent to which such patterns do exist, the form they take, and issues relevant to policy considerations which their existence creates. To do this we are going to those who know most about such patterns, the actors themselves. Our pre-eminent concern is with what the school setting looks like from within and so we are primarily interested in staff members' perceptions of the school and of each other.

Since we are purposely not using elements of a social systems model to find patterns that we believe to exist in staff interaction, we have instead defined two general categories of data to be observed and collected:

1) information concerning certain aspects of the background conditions within which interaction of school staff members occurs;

2) information concerning certain aspects of the process through which staff members act as a group and as subgroups to accomplish: (a) task maintenance of everyday affairs, and (b) problem-directed tasks.

These categories are a way of locating phenomena in the setting; they are not thought to predetermine the character of observed phenomena as isolatable facts, classifiable activities, or types of processes as elements of these categories. In addition, classification of findings will not necessarily be along these lines. Noting this, the following are constructs we have developed to guide data collection and are thought of as comprising the dimensions within which our data reside.

For the background conditions of staff interaction the dimensions are:

1) The material space within which interaction takes place - the nature of the physical setting itself;
2) the people space - the make-up and characteristics of the staff as a whole in terms of demographics and attitudes/perceptions/experiences on a select set of issues;
3) the affective space - the climate of staff interaction
   (a) within the school, between teachers, support staff, and administrators
   (b) between staff and the district office
   (c) between staff and parents/community
4) the time space within which interaction is viewed by members to take place - more specifically:
   (a) present time as it is defined by descriptions of the school day and year - the working time within which tasks must be accomplished

(b) predicted future, as defined by descriptions of programs, educational values, and assumed cause-effect relationships - the goals of taskwork within a time dimension.

This same framework will be used to locate task maintenance of everyday affairs in terms of what these tasks actually are and how they are managed by staff members.

Four major constructs have been defined to guide collection of information concerning the problem-directed task process. Using the previously successful DDAE model of dialogue, decision making, action, and evaluation on any staff-defined issue, we will be able to locate the features of this process in the following terms:

1) the discussion of a problem which defines its character as a practical problem for the staff;

2) decision making as tied to the definitional work of discussion and to the work of making issues actionable;

3) action as practical action;

4) the character of those practical actions and what they visibly produce emerges in the evaluation process. The unique character of any staff's activities in problem solving can be described within these major dimensions of the overall process. It is the hope of the substudy to document a variety of problems and responses.

SOME AREAS OF PARTICULAR INTEREST

Although a primary goal of the substudy is to obtain an overall view of the actual patterns of staff interaction as they go to make up the educational setting, we have selected some areas of special interest which are relevant to those patterns. While allowing other issues, phenomena, and the like to emerge from the data, we have decided to look in particular at the following:

1) Teacher job mobility and its relation to educational financing factors.

2) The teaching profession as an occupation -including questions of preparation, expectancies, occupational troubles, and reasons for leaving/staying, along with considerations of what the actual work day looks like.

3) Professional autonomy and accountability - including formal and informal systems of teacher evaluation at a number of levels.

4) Teacher unions - with an emphasis on issues perceived to be relevant to staff members as a whole, attitudes toward and experiences with union activity. We hope that additional major areas will emerge from our experience with the pilot study.

INSTRUMENTATION

Since we are primarily interested in learning how their work world is constructed by school staff members themselves, the constructs outlined above are thought of as initial guides. In the same way, the areas of special interest are just that; they in no way determine the data analysis nor will they limit the scope of data collected. In accordance with this analytically

provisional approach, our instrumentation is designed to elicit as much nonresearcher-structured information as possible. The only exception to this is the survey instruments dealing with socio-economic and other background variables and some DDAE instruments. Questions of opinion and perception are also included in survey format but with overlap and probing on the same topics in interview format. We anticipate recording group and individual interviews with administrative and teaching staff; budget permitting these will be videotaped. Other information will be gotten from routine documents used by the staff, observation of unobtrusive measures of the nature of the setting and administrative information from district and state offices. A final "wrap-up" session with members of the school staff will be videotaped. This session will come at the end of the data-collection period and will afford an opportunity for the staff to give us their impressions of the study and allow us some sense of the effect of data gathering on our respondents.

CURRENT WORK AND PLANS FOR 1974-75

Work to date has focused on developing a comprehensive survey instrument capable of collecting a wide range of data but still manageable in administration. Similar work has gone to produce an interview schedule for more detailed and harder to get at questions. A revised DDAE instrument has been completed and awaits pretesting, along with the other instruments. The researchers will personally conduct the pretest so that they can most efficiently and realistically evaluate the instruments for use in the pilot study.

Since the pilot study is the major task of the study as a whole this year, our current work is directed toward:

1) Making a final selection of data to be collected in the pilot, on the basis of best fit to our interests, the interests of other substudies, and financial limitations.

2) Given this, then finalizing the survey instruments and interview schedules into usable form.

3) The development of a preliminary data-analysis schema which will temporarily subdivide data as to type and areas of interest for ease in qualitative data handling.

4) To train observers/interviewers for substudy data collection.

5) The collection of the pilot study data. Since the pilot will occur in California we expect to be present during parts of the data collection enterprise (as time and geography permit) and so can personally assess collection problems for the substudy in anticipation of the national study.

6) The analysis of the pilot study.

DOCUMENTS AVAILABLE

Summary Plan of Data Collection (SS-S #10)
Q1-T (SS-S #11)
Q2-T (SS-S #12)
Dimensions of DDAE Covered by Items (SS-S #13)

SOCIAL SYSTEM OF THE CLASSROOM

PURPOSE

The purpose of the classroom study is to investigate the relationship of teacher leadership to pupil productivity, morale, and compliance.

The objectives of the study are formulated as research questions:

I. How do teachers vary in teaching styles?

A. What are the various modes of teaching style?

II. What are the dimensions of teacher behavior?

A. What is the task dimension of teacher behavior?

B. What is the authority dimension of teacher behavior?

C. What is the expressive dimension of teacher behavior?

III. What are the student outcomes (pupil morale, pupil compliance)?

IV. How do pupils perceive teacher behavior in terms of the selected dimensions (task, authority, expressive)?

A. How does task behavior relate to pupil morale?

B. How does task behavior relate to pupil compliance?

C. How does authority behavior relate to pupil morale?

D. How does authority behavior relate to pupil compliance?

E. How does expressive behavior relate to pupil morale?

F. How does expressive behavior relate to pupil compliance?

V. How are the three dimensions of teacher behavior interrelated?

VI. How are the various teaching styles related to student outcomes?

THEORETICAL FRAMEWORK

The dimensions of teacher leadership as used are assumed to bear some relationship to both the external and the internal system of the classroom. Teachers hold pupils accountable for those expectations of learning achievement for which they in turn are accountable. Pupils are controlled principally through the grading system; teachers likewise are evaluated favorably to the extent that their pupils meet standard expectations of learning achievements as these are measured on standardized tests. Accountability to agents external to the classroom controls and governs to a considerable extent the goals, activities, and the social interaction of the classroom. In effect the goals and activities of a classroom at any grade level are set for it by some higher grade in the system, and the attainment of these goals is ultimately accounted for above or outside the classroom. Any level of a system, for example the high school, exercises an external control over the elementary school below. So the sixth grade gives the fifth grade its expected reading level of achievement. In this way, the tasks of the classroom are defined. Goals define activities, and the division of labor within the activities sets the learning tasks. For our purpose, the unit on which survival is at stake is the teacher as full custodian of responsibility and the system member to be held accountable. Only his membership is voluntary,

only he can really fail. The pupils are recruits on a nonvoluntary basis and not ultimately accountable, except to him.

The integrative problem is the resolution of numerous impingements on the teacher which arise from the effort to fulfill several functions simultaneously. This produces a two-fold impact. The first has a bearing on the attainment of the goals of the system and the second has a bearing on his personality in the classroom or school context. He appears to be pressed toward some adaptation which he can manage. He may try to maximize all functions; he may optimize, taking all into account; he may specialize in some system function; or he may settle the whole problem by specializing in his own maintenance through the use of authority, ritualized or programmed task, or the personalized management of pupil and parent relationships.

Confronted with thirty or forty reluctant "clients," the teacher must interact with them in a manner which will cause them minimally to accommodate their behavior to system goals or minimally to accept system goals as their own. The combination of behaviors by which the teacher attempts to harmonize pupil goals with system goals, we have called the teacher's mode of classroom integration.

PROGRESS TO DATE

1. A framework delineating points of congruence for the collapsing of instruments has been worked out.

2. We have conceptualized an overall social system conceptual framework for Schooling U.S.A.

3. A high school questionnaire has been developed.

4. An original instrument was developed for 1st grade, pretested in 2 classes, and analyzed.

5. The primary instrument was revised and pretested in 16 classes in 6 schools in 3 districts. Analysis is in progress.

6. Second revision of the primary instrument is now in progress.

7. Formulation of basic research questions of the classroom study and delineation of constructs is in process.

PLANS FOR NEXT SIX MONTHS

1. Completion of prepilot work on finalized instrument.

2. Integration of Classroom Study instruments with other substudy instruments.

LONG-RANGE PLANS

1. Issue a technical report on the results of the classroom study geared to several target audiences, e.g., teachers as an organized profession, teacher training institutions, administrators, managers, and those groups involved in activities to create variability and alternatives in the system.

2. Provide a set of recommendations and alternative practices for the improvement of classroom teaching.

DOCUMENTS AVAILABLE

Conceptual Framework for Schooling U.S.A. (SS-C #3)

High School Questionnaire (SS-C #4)

Primary Questionnaire (SS-C #6)

Research Questions (SS-C #7)

Theoretical Framework for the Classroom Study (SS-C #8)

Hypotheses to be tested in the Classroom Study (SS-C #9)

SCHOOL-COMMUNITY RELATIONS

INTRODUCTION

Significantly, Study of Schooling in the United States views the school as a total social entity within a community-cultural context. Consequently, beyond trying to understand the many internal forces which determine the "functioning" school, we will attempt to characterize the nature of the relationships that exist between the school and its so-called community. Our purpose is to answer the question: What is the relationship that exists between the school and its community in a variety of school-community types across the United States? This study of school-community relations is being supported by a grant from the Charles Stewart Mott Foundation.

In addition to providing a more accurate picture of the relationships between schools and their various communities at the precollegiate level, a book-length report on what a range of exemplar practices for school-community relations looks like will be developed. The combination will provide a basis for recommendations and strategies intended to narrow the gap between what is and what ought to be in the critical area of school-community relations.

CONCEPTUALIZATION

There are several basic questions we are dealing with in determining the relationships that exist between schools and certain community groups. These questions fall under the following major headings:

1. Perceptions

We want to undertake a thorough examination of how perceptions of the school differ among the publics of various groups within the community. These differences may exist among groups seeking conflicting purposes within the school (i.e., political, cultural, or economic) and may differ even more from the perceptions of those internal to the school (i.e., teachers, principal, administrative staff). These data will be useful in identifying gaps between how the school perceives itself and how its various community groups view it. This gap in perceptions becomes especially critical when it exists between parents and school, but we will also investigate how it inhibits or supports the contributions of other community subsystems (i.e., industry, religious institutions, public services, activist organizations) to schooling.

2. Expectations

Influencing perceptions are the expectations each community group has for the educational program the school provides. We will be examining the immediate expectations of different community groups for the organization and curriculum of the school as well as their long-range expectations in terms of vocational, intellectual, and social aspirations for students within the school program.

Closely related to these expectations are the needs of each of these groups. Part of our base-line data should provide detailed profiles on each of the community subsystems so that we can begin to identify and explain their different needs with respect to the school. Included in such profiles will be background data on the S.E.S., political orientation, unique purposes, and community experience of each group. Again, the parent group will be of particular importance because its members combine a personal interest in the education of their child(ren) with a community (or taxpayer) interest in good schooling.

3. Information System (communications)

A third emphasis of the study will be upon identifying the information network, both formal and informal, that exists between the school and each community group. The nature of this information exchange can be explored through the broad question: How does the school learn about the community and the community about the school?

We are concerned with viewing the information system as a two-way process. We will want to examine the communication system(s) in terms of content, actual vehicles, accuracy, accessibility, and usefulness for follow through.

4. Involvements

It is our intention to collect descriptive data on the range of involvements existing between community participants and the school. These might form a hierarchy of involvements ranging from direct community control of

school decision making to more passive observations made by a parent driving his child to school. Each type of involvement identified might be characterized by criteria of level, depth, satisfaction, and expectations.

5. Influence

One of the most difficult categories of our research involves the influence that various community groups exercise over schools. This class of data will reveal which groups and/or individuals seem to have the greatest or least say in educational decision making.

6. Resources

An attempt will be made to develop a handbook for school people which will detail the resources available in differing community types. Various groups and agencies will be interviewed to determine the extent of their involvement with schools and/or their willingness to be involved with schools. An attempt will be made to identify barriers and gateways that determine the extent of utilization of community resources.

Work on categories 5 and 6 is in the very beginning stages. Further conceptualization is needed and is currently in process.

PROGRESS TO DATE

1. Secured funding for substudy on August 21, 1974, from Charles Stewart Mott Foundation.
2. Completion of staff hiring. We began as a total group September 9, 1974.
3. Initiated a communication network among groups doing work in school-community relations throughout the U.S. This network is being developed and expanded.

PROGRESS TO DATE (cont'd)

4. Continued refinement and expansion of categories (interest areas) within which we need data collected.

5. Further development of literature search in school-community relations.

6. Continued search for instrumentation that might be used for data collection.

7. Completed preliminary community interviewing with school board members, superintendent and staff, newspaper editor, and several parents. Santa Monica, California, was sample community.

8. Developed a parent survey instrument and pretested it in two elementary schools, one junior high school, and one high school in the Los Angeles metropolitan area. Results were analyzed and fed back to the principal of one elementary school.

9. Began frequent consultation with data management group for further refinement of sampling techniques.

10. Identification of a community within the Los Angeles metropolitan area and beginning of prepilot data collection. Community selected is Culver City.

11. Continued work on definition of theoretical framework within which the study is to be conducted.

12. Continued development of articulation of school-community relations study with other segments of the total study.

LONG-RANGE OBJECTIVES

		Target Completion Date
1.	Submission of position papers by contributing authors of exemplar models book	May 1975
2.	Completion of development of data collection instruments	June 1975
3.	Completion of pilot testing in Southern California	June 1975
4.	Submission of exemplar models chapters by major authors	August 1975
5.	Coding, data processing from pilot test	August 1975
6.	Editing of exemplar models chapters prior to submission to McGraw-Hill	November, 1975
7.	Final analysis of pilot-test data	December 1975
8.	Instrument revisions	March 1976
9.	Publication of exemplar models book	May 1976
10.	National data collection	June 1976
11.	Coding and data processing of national data	August 1976
12.	Analysis of national data collection	March 1977
13.	First draft of The School and Its Community, report on the study	February 1978
14.	Feedback to participating schools and communities	June 1978
15.	Final draft of The School and Its Community	July 1978
16.	Publication of The School and Its Community	January 1979

DOCUMENTS AVAILABLE

Data Collection Instruments

1. Parent Survey Forms
   a. English/Spanish Comprehensive Version (17 pages), Spring 1974 (SC #34)
   b. English Shortened Version (8 pages), May 23, 1974 (SC #35)

2. Telephone Log Form (SC #36)
   (for data collection from school offices)

3. Community Resource Record (SC #37)
   (for data collection from faculty members)

Analyses

1. Summary of Van Gogh Elementary School Parent Survey (SC #19)

2. Summary of Herrick Elementary School Parent Survey (SC #20)

DATA MANAGEMENT

The function of the Data Management Section includes responsibility for the research design and sampling plan for the Study of Schooling, assistance to each of the substudies in operationalizing the constructs which are inherent in their conceptual models, participating in instrument development and refinement, integration of the substudies, data analysis, and interpretation.

RESEARCH DESIGN AND SAMPLING

The sample of schools will be selected from the 12 states studied by Roald Campbell in his project on school governance. The sample will consist of 72 schools arranged in 24 "triples," which consist of a high school, a feeder junior high and a feeder elementary school. Two triples will be selected in each of the 12 states.

The sample will be stratified according to two variables: size and socio-economic status. Included within each of the four cells of the resulting sampling strata will be additional characteristics such as metropolitan/rural and racial mix.

DETERMINATION OF SPECIFICATIONS FOR STRATIFICATION VARIABLES

A comprehensive review of research reports and nonresearch-based educational literature which discuss the effects of school size and SES on

schooling has been completed and bibliographies prepared. Abstracts of these reports are available in a central file in the |I|D|E|A| library.

In reference to the size of school (high school) there is considerable variation among the size categories which the research reviewed designates as large, medium, and small. For example, Kleinert (1969) defined a small school as having less than 599 pupils, a large school over 1500 pupils. Knowles (1965) stated that the dividing line was at 500 pupils, Conant (1967) defines a small school as one having an enrollment of less than 400 pupils, and Nelson (1964) suggests that 800 pupils or more constitutes a large school. The two variables most commonly found to be associated with size of school are extracurricular participation of students (favorable to small size) and breadth of curriculum (favorable to large size). The review indicates that there is little agreement regarding the relationship of size of high school enrollment to a variety of other student, teacher, program, and community variables. Inasmuch as we are restricted to two levels of the size stratification and desire a clear distinction between the categories, the decision was made to define small high school as having less than 500 students enrolled and a large high school as one having 1000 or more students. These specifications enable us to include as the population from which the sample will be selected 71.1 per cent of the available schools and 71.7 per cent of the available students in the twelve states, which compares favorably with the distribution of schools (72.7 per cent) and students (71.4 per cent) over all fifty states.

	Schools		Students	
	≤500	≥1000	≤500	≥1000
12 States	43.6	28.0	16.5	55.3
50 States	48.8	23.9	16.4	55.0

In reference to the SES stratification, the literature review has been supplemented by personal contacts with research staffs engaged in studies of schools (Rand, S.T.C., N.O.R.C., Survey Research Center at U.C.L.A., and U.C.L.A. faculty). Abstracts and summary of contacts are available in the central file at the |I|D|E|A| library.

PROCEDURE FOR SELECTION OF PILOT SCHOOLS IN CALIFORNIA

A meeting was arranged with Dr. Vincent Madden, Deputy Chief, Program and Evaluation, at the State Department of Education in Sacramento to initiate the procedure for selecting schools for the pilot study in California in the spring of 1975. Dr. Madden's office is obtaining for us a listing of all three-year high schools in California which meet our size specifications (less than 500, and over 1000). A random sampling procedure will be used to select the pilot schools from the total population. The listing will include the feeder three-year junior high schools and feeder six-year elementary schools. The choice of feeder junior high and elementary school to be selected in conjunction with any high school will be based primarily on the homogeneity within the triple in respect to the size and SES variables. Dr.

Madden suggested that we might use the procedure developed for Senate Bill 90 for determining an SES index for our selection of schools in this stratification variable. This procedure produces a scale value by combining racial mix, transiency of students, and money entitled to under Title I legislation.

INSTRUMENT DEVELOPMENT AND DATA ANALYSIS

Affective Substudy

Three members of the data management section worked with the Affective substudy in developing the SAI-Q, a questfonnaire administered to students in grades four to six to assess their perceptions regarding the frequency of occurrence and their feelings about classroom interactions and processes which influence the affective climate of the classroom. These staff members assisted in the administration of the questionnaire in fourteen classrooms; analysis of these data is in process at the present time. The CALM-I, an observation schedule for assessing the classroom climate was developed and refined by a four-person team who observed and rated twenty-six classrooms in eight schools. These instruments are listed in the report of the Affective substudy.

Classroom Social System Substudy

The first-grade questionnaire developed by the Classroom Social System was pretested in the spring, and these data are currently being

analyzed. This instrument is listed in the report of the Classroom Social System substudy.

DATA COLLECTION CONCERNS AND ACTIVITIES

Videotapes as Training Technique

Videotapes of classroom activities were made in twelve elementary schools and one high school to explore the feasibility of using segments of classroom behavior for training observers. Analysis of these tapes is in process and will continue as time permits.

Demographic Variables

A comprehensive list of demographic variables which are of interst to several or all of the substudies has been compiled and work is in progress to determine the most appropriate and efficient data source for obtaining this information as well as the most suitable form for the data to serve the needs of each substudy.

Cost Estimates

A preliminary cost estimate for data collection based on a series of alternate plans was made in the spring of 1974. A current resource estimate is being made for a simulated data collection in a large school triple in California which will incorporate the changes which have been made within each substudy since the June 1974 estimate.

Integration of Substudies - Conceptual and Operational

In order to integrate the data collection across the various substudies, a master chart has been designed to include research questions

(constructs/variables), data sources, responsible substudy, and type and stage of development of instrumentation. Each substudy will maintain reference documents which will include operational definitions of their constructs to enable other substudies to determine the extent to which these data may serve to answer questions which evolve from an integration of substudies at the conceptual level.

PLANS FOR NEXT SIX MONTHS

1. Selection of sample of schools for California pilot study.
2. Continuation of analysis and refinement of prepilot instruments for all substudies.
3. Individual members of the Data Management Section will continue to work with the various substudies in instrument development.
4. Integration of instruments across substudies.
5. Assist in administration of questionnaire and classroom observations, prepilot and pilot study.
6. Completion of resource estimate for data collection for pilot study.

LONG RANGE PLANS

1. Selection of sample schools for national study.
2. Analysis of data from California pilot study.
3. Modification of instruments and data collection procedures in preparation for national study.
4. Assist in data collection for national study.
5. Analysis of data from national study.
6. Interpretation and reporting of issues of data analysis.

DOCUMENTS AVAILABLE

1. Current Research and Sampling Plans (DATA #5)
2. Bibliography on School Size (DATA #8)
3. Bibliography on SES (DATA #9)